PUBLIC RELATIONS HANDBOOK FOR TEACHERS

PUBLISHED BY THE SASKATCHEWAN TEACHERS' FEDERATION

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Public Relations is a harmony of understanding between any group and the public it serves and upon whose goodwill it depends.

PUBLIC RELATIONS HANDBOOK for TEACHERS

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A Guide to Better Public Relations for Schools

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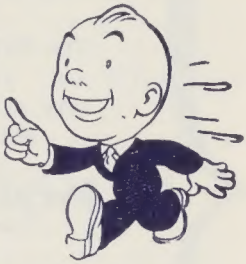
THE SASKATCHEWAN TEACHERS' FEDERATION

FOREWORD

THERE IS AN OLD SAYING which we can borrow, for the purpose of illustrating the meaning of public relations, and put it down afresh. It goes like this (and the chances are you have heard it and may even have said it yourself many times:) "If a man builds a better mouse trap, the world will beat a pathway to his door." As it works out, however, the saying is not altogether true. For unless and until people know there is a better mousetrap, no one will beat a path in any direction in search of it. Thus, processes must be employed to make known the virtues of the improved product.



We call these processes "advertising" and "publicity", neither of which have ever played any role in the scheme of education and in the conduct of schools. In fact the tendency has been to shy away from anything that smacked of "press-agentry". So, instead of making known the improvements which have been made in our teaching methods and in our attitudes towards the development of young minds, schools and school people have been "hiding their light under a bushel."

Now, it is the considered opinion of educators in all parts of the world that the public needs to become better informed on our schools and school systems, and also that the public needs to become better acquainted with teachers. In 1950, at Ottawa, Ronald Gould, general secretary of Britain's National Union of Teachers, stated this to the

World Organization of the Teaching Profession (W.O.T.P.) when he said:

"Let us tear down the walls we have built around our schools and let the public in. Let us explain to parents what we are doing and why we do it. Let teachers think, act and speak as if they belonged to the greatest profession in the world. The best possible publicity is that when each teacher realizes in practice the highest professional ideals. Let us believe intensely that education can stabilize democracy, and that it can make a better life, and all these other things will be added unto you."

There is one thing which is considered basic to all effective public relations efforts. In industry (from whence we have derived our know-how in public relations) they say: "First, you must have a good product." Mr. Gould touched on the basic ingredient in public relations for schools. "The best possible publicity", says he, "is that when each teacher realizes in practice the highest professional ideals." There is no substitute in public relations for good teaching.

Better public relations for schools and school people, then, will rise from the foundation of a job of teaching well done.

How can you tell when your teaching is effective, well done? There is no established measuring stick but you can consider, as an indication at least, your own honest answers to these two questions: 1. Are my pupils convinced of the value of the learning activities in which we engage? 2. Is my teaching reflected in the lives of my pupils in the community? When the answers are truly "Yes!", then you have a base from which to project your own personal programme in public relations.

And it goes further than that. On your part, a good job

of teaching involves understanding the child, knowing the objectives of education, having a set of values, working always towards self-improvement and possessing democratic concepts.

Only after these primary factors are present can you successfully and with distinction engage the special techniques of good public relations: - such things as using the press and radio, participating in community projects, speaking in public on school matters and so on.

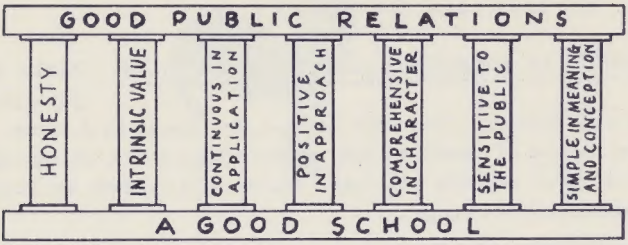
"And all THESE OTHER THINGS will be added unto you." By "these other things", Mr. Gould refers to:

Increased prestige in your community
More enthusiastic co-operation from parents and trustees
Greater security
More opportunities for expansion and self-improvement
Better conditions at home and at school
Higher salaries

These, then, are the goals of our public relations programme.

And who shall carry out the programme? We ALL must - but especially YOU! Your every day association with pupils and parents is in itself public relations of a decidedly impressive sort. You are not a teacher during the day and a public relations agent after school. You are educator and public relations agent all the time.

This handbook is dedicated to the proposition that "Public relations is a harmony of understanding between any group and the public it serves and upon whose goodwill it depends." It is an exposition of, as well as a guide to, the means by which Saskatchewan schools and Saskatchewan teachers may become better known, better understood and more appreciated.



THE SEVEN PILLARS OF GOOD PUBLIC RELATIONS

1. HONESTY The entire public relations programme must be marked by sincerity and integrity. "Honesty is the best policy" still goes, and applies here especially.

2. INTRINSIC VALUE Have quality first, then publicize.

3. CONTINUOUS IN APPLICATION Every day is public relations day. Be alert to every opportunity. Have a policy which is merely accentuated in times of special stress.

4. POSITIVE IN APPROACH Have convictions and ideas and reveal these. Avoid criticism and negative statements but when necessary correct misrepresentation. Use every opportunity to present accurate information about the educational programme of your school.

5. COMPREHENSIVE IN CHARACTER School public relations should be broad and varied, broad in the sense that it includes all phases of the school programme and every member of the staff; varied in that it uses all possible media of contact with the public.

6. SENSITIVE TO THE PUBLIC Have consideration for the attitudes, opinions, drives, and desires of the public.

7. SIMPLE IN MEANING AND CONCEPTION Make the programme simple and direct. Present only a few facts at a time. The demonstration of some of the outstanding work being conducted in your school will have more effect than an hour of fancy, abstract verbiage.

FIVE POINTS TO REMEMBER

1. Have a good school - then interpret it to the public.

2. You have FIVE Publics: other teachers, your pupils, their parents, the trustees and the general public. You may not please them all at one time, but all must be considered.

3. Know the objectives of education: SELF-REALIZATION (see the significance of these aims), HAPPY HUMAN RELATIONSHIPS (try to understand how these might be achieved), ECONOMIC EFFICIENCY (aim to realize them), and SOCIAL RESPONSIBILITY (Let the public know your methods.)

4. Emphasize the achievements and work in the essentials like the three "R's" as well as in extra curricular work.

5. In all things, apply the Golden Rule. Build fellow-feeling with your neighbours. Judge people generously. Appreciate other people's ideas.

HOW SHALL WE PUT UP OUR "BEST FRONT"?

Let's say you have a good school and your teaching rates high. Logically, the next question is: How shall I carry on a public relations programme?

A public relations programme, under STF auspices, falls easily and comfortably into three levels of operation. And when you look closely at the goals planned for each level, you quickly see the part which you can play, either as an individual teacher or as the member of a public relations committee. Let's look at the overall picture:

1 THE PROVINCE - Public relations at this level under the guidance of the STF Public Relations Advisory Committee.

2 THE LARGER UNIT or SUPERINTENDENCY - Public relations at this level in the hands of unit or superintendency committees, co-ordinating their efforts with those of the advisory committee.

3 THE INDIVIDUAL SCHOOL - Public relations at this level in the hands of the teacher.

And of these, the most vitally important is the public relations effort of the teacher.

THE STF PUBLIC RELATIONS ADVISORY COMMITTEE AT WORK AT THE PROVINCIAL LEVEL

To tell you about the activity of this committee is simply to give you needed "background" material to help you see the whole picture in perspective.

Starting from scratch, the STF Public Relations Advisory Committee tackled public relations across a broad front. Its research activities took its members through an extensive library of material both in and out of the educational field. But what is important here is just what the committee is doing in the provincial field. And here it is:

1. Publishes the PUBLIC RELATIONS NEWSLETTER which, when properly filed in a suitable binder will make an excellent reference on public relations techniques and activities which you can adopt or adapt to your needs.

2. Sends "TALES OUT OF SCHOOL", a fortnightly column of educational stories, to every weekly newspaper in Saskatchewan. This column helps inform the general public on educational progress, as well as pointing up the human side of teaching as revealed in stories about teachers and their classroom experiences which are amusing or out-of-the-ordinary.

3. Sponsors the Radio Show: "Junior Jury" which is broadcast in 1950-51 over radio stations CKRM, Regina and

SASKATCHEWAN TEACHERS' FEDERATION

PUBLIC RELATIONS *News Letter*

SPECIAL TO SASKATCHEWAN WEEKLIES

"Tales Out of School"

Tales OUT OF SCHOOL

Bob Hope is on the radio at 7 p.m. Tuesdays but radio listener surveys show

They'd Rather Listen to "Junior Jury"

Heavens! An appraisal of STF's test flight in public relations via the radio

A Guide to Better Public Relations For Schools

PUBLIC RELATIONS HANDBOOK FOR TEACHERS

CKBI, Prince Albert, with a weekly message emphasizing the need for parents, trustees and tax-payers to know their teachers better.

4. Publishes this PUBLIC RELATIONS HANDBOOK, designed to guide teachers in the conduct of their own public relations efforts.

This committee will continue to study public relations activities carried on in Canada, in the U. S. A. and wherever outstanding work is being done. The committee will have at its hand the means by which information on these activities can be conveyed to you, either by letter or through columns of The Saskatchewan Bulletin.

HOW A LARGER UNIT OR SUPERINTENDENCY PUBLIC RELATIONS COMMITTEE CAN OPERATE

To "spark" public relations activities throughout the superintendency or larger unit, set up a committee on public relations. It should be made up of the STF Councillor and Vice-Councillor with one representative from each STF Local in the superintendency, the chairman to be elected from the group. The committee will help you implement as many as possible of the suggestions contained in this handbook, and make progress reports to the Advisory Committee so that through an exchange of ideas on successful public relations you may further broaden your knowledge

and scope of public relations activities. There are a number of specific tasks for the committee to undertake, and they fall under the following headings:

PRESS RELATIONS: Provide you with ideas and material which can be used by newspaper editors and publishers in interpreting the school to the public.

FALL CONVENTIONS AND INSTITUTES: Take on the responsibility for publicity coming from the conventions and institutes, choosing reporters from amongst the members of the committee.

SPEAKERS' BUREAU: List local and provincial speakers who are available for appearance on programmes for service clubs, church groups, farmers' and homemakers' groups and others; and indicate topics on which each speaker is qualified to speak.

EDUCATION WEEK: Co-operate with the provincial Education Week committee; encourage the observance of Education Week in every school in the superintendency; secure from Central Office and distribute materials necessary for the observation of Education Week.

DISPLAYS, CONCERTS, ETC.: Help you to properly interpret to parents and public the purposes of displays, field days and tournaments at the superintendency level, always seeking to win public participation and approval.

PUBLIC AFFAIRS: Help you when the opportunity is presented to you to accept office on municipal councils, boards of trade and other citizen groups of that sort.

TEACHER IMPROVEMENT: A job well done is your best advertisement. You must become the educational authority in your locality. The committee is to keep informed on professional literature and assist you through reading guides

for your own professional development. You will receive help and encouragement when you undertake additional professional training.

RECOGNITION OF ACHIEVEMENT: The committee is to see that adequate and proper publicity is given to teachers in the superintendency who have rendered any outstanding service and should see that teachers superannuating are given a proper "send-off" with adequate publicity.

SPECIAL NOTE:

Explore the possibilities of "field trips" throughout the larger unit or superintendency. (This, of course, is another job for the larger unit or superintendency public relations committee.) One such committee in a Saskatchewan city catalogued all of the factories and business places which welcome organized tours by school children. Names, addresses and the officials to see, were listed for the convenience of teachers. In the same way, the committee in a larger unit or superintendency can arrange with grain elevators, creameries, bakeries, post offices, mills, railway stations, museums and other places of interest for visits from schools. Summarize the highlights and educational aspects of each place as a guide. Put down where possible the name of the top executive with whom arrangements are to be made. Indicate how much notice must be given and how long the visit will take. Mimeograph or Ditto the listing and summaries for distribution to the entire unit.

HOW TEACHERS CAN WIN FRIENDS FOR THEIR SCHOOLS AND FOR THEIR PROFESSION

Anytime you look in your mirror you will see reflected the person best capable of doing the public relations job for you and your school. Yes, upon those shoulders of yours rests the responsibility for creating in your community a healthy, wholesome, responsive, sympathetic, helpful and co-operative public interest in your school, in your school programmes, and in your teaching methods.

Now that sounds scary and formidable but actually and in truth it has no such qualities. Instead, the job is as easy as "falling off a log", even though there are some techniques and methods involved with which you may not be familiar. As you read on, however, you will discover that even the strangest public relations devices advocated here are carefully and fully explained in use and application.

Remember - keep it uppermost in your mind - that good public relations for you begins with having a "good" school and by doing a good job of teaching.

Let's see: - you have five publics. First, other teachers. Second, your pupils. Third, their parents. Fourth, the school board. Fifth, the general public sometimes called "The Taxpayers".

BE EN RAPPORT WITH OTHER TEACHERS

You get this by being active in your STF Local. And "being active" means more than getting in your attendance at meetings. It means accepting and doing a proper share of the executive and committee work. It means knowing what is going on in your STF.

To win other teachers, you must co-operate, be understanding and be helpful. Always remember your common interest with all other teachers - the welfare of children. To this end you will aid incoming and new teachers, and you may also help to attract to the profession desirable young men and women whose personal qualities and capabilities will enable them to grow to professional stature in our profession.

Work constructively in your local and with other teachers to formulate and carry out needed improvements in teacher relationships. Co-operate fully with your STF and use its offices to gain better understanding in your community.

Your conduct with one another should demonstrate in real and tangible ways the strength which lies in unity. Be loyal to your profession, be loyal to your fellow teachers and be loyal to your professional organization. Therein lies another foundation stone from which to build prestige and appreciation in your community.

AROUSE ESPRIT DE CORPS

Does each pupil feel you are interested in him personally? Do your pupils like you, respect you, and have faith in your judgement? Do your pupils go home happy with their day's work and accomplishments? Are they the most enthusiastic supporters of your school and you? The pupils' attitude toward their school and teachers, and their recognition of the intrinsic value of what is done at school are fundamental to your public relations programme.

Good school spirit should be reflected in outside activities. Pupils should have some pride in their school and be conscious of their responsibilities as representatives of the school. They should know (because you have taught them) how, why and by whom the schools are organized and financed and what is expected of the schools in terms of service to the community, the province and the nation.

What are the devices for fostering school spirit amongst the pupils, for conveying beyond the school the excitement and the pride of accomplishment? Here are some ideas to consider:

Publish a School Paper

A school paper can pay big dividends in pupil-teacher relationships and in school spirit. It can be designed to serve the pupils, the teacher, the parents, the board, and indeed, as is already happening in many parts of Saskatchewan, it can service the community.

A good school paper informs its readers by presenting an interesting account of the events and situations in school life. It gives publicity to the school programme and interprets it to the public. It can influence its readers by supporting high standards of citizenship, developing strong community spirit and encouraging good sportsmanship.

DRESS IT UP! Appearances count in a newspaper. Whether your paper is ditto'd or mimeographed, make it up well. A distinctive masthead gets you off to the right start. A two or three column page gives it a more professional "look", expecially if care is taken to line up the right hand as well as the left hand side. Use letter-guides to get good, clean lettering on headlines. Be fussy about your artwork.

A NOSE FOR NEWS! Systematize the gathering of news. Have reporters at ALL school functions, but be sure that extra-curricular activities don't crowd out news covering the job your school is doing. Balance between all school activities will present a better picture of your school at work. Study the way the news is presented in a good daily newspaper (all of them in Saskatchewan are good models). Study the styles of news writing used in the national news magazines (Time and Newsweek, for instance). Encourage your pupils to develop an interesting style of writing for their newspaper.

EDIT YOUR EDITORIALS! Student opinion is important to your school and community - if it is considered opinion. Have pupils submit ideas for editorials, then gather facts and verify them before writing. There are plenty of subjects; no need to constantly rehash the trite topics of school spirit, advantages of education, etc. Mix in a little about citizenship, community relations, curricular and extra-curricular doings, guidance, personal conduct and seasonal events. Don't always be too much in earnest; "let down" and be humourous occasionally. See that the editorials don't whine, preach or nag.

BUILD PUBLIC OPINION Your paper can have a positive and constructive influence on school life. You can build pupil and public opinion in many ways. Carefully planned editorials are effective. Pupil opinion polls are helpful if related to school work and policies. Guidance columns may help to achieve the purpose of the school. When handling pupil opinions be sure that reporters present them in an impartial manner so that all students may receive fair treatment. Interchange of student ideas will keep your paper alive.

SPECIAL COLUMNS Provide space for such subjects as books, fashions, health, hobbies, personal problems, motion pictures, musical events, art exhibits, radio programmes, and similar themes.

ENTERTAIN YOUR READERS: All of us enjoy a little fun - but a joke sheet is boring. Well-guided pupils will discover entertaining features. Put the emphasis on quality rather than quantity. There is a place for imagi-

native writing, too, but the material should be carefully selected.

DOWN WITH THE DIRT!

Many school papers are filled with "puppy-love" columns and barbed arrows directed at pupils and teachers. Such columns really bring the school paper into disrepute. Keep your standards high. There are enough really interesting things for pupils to write about without recourse to dubious jokes or sly snipings. Names make the news - breezy personal columns based on accurate reporting will crowd out the gossip.

Other School Publications

THE YEARBOOK is a valuable publication. It records in word and picture the history of the school year. It can build goodwill long after it is published. Planning is the important thing. Study other school yearbooks for the latest in make-up.

THE CLASS PAPER, prepared as a class effort works wonders in telling pupils (and parents, too!) about the organized work of your class. Reporting of projects undertaken by the class can make interesting reading.

THE BULLETIN BOARD, located in the school hall can be planned to resemble the front page of a newspaper, displaying official announcements, sports news, pupil projects, and short editorials. (What are the dates on the present notices on your bulletin board?) Permanent headings can be lettered on the bulletin board and news stories typewritten and thumbtacked in place. Photographs and cartoons may be added. Such a board will have lots of readers and will be of interest to school visitors.

A UNIT NEWS BUREAU can be established in one of the central schools in the larger unit or superintendency. Local school editors can send stories of general interest to the news bureau which could then send them out to other school papers. Our students need to know what other schools are doing - so do teachers and parents. When a good story "breaks" in a local school, the central news bureau could pass it along to The Saskatchewan Bulletin for submission to the weekly newspapers.

EXCHANGES It's a good idea to exchange your paper with other schools. You'll learn something about their problems, and how they are being met. Also, you will get a lot of ideas about newspaper make-up, staff organization and new features.

Have the Public in Often

It isn't that pupils like to show off, but their pride of accomplishment gets a lift at every opportunity to show or tell the people of the community about school activities - but in an organized way, of course. Here are ways to organize for "public appearances".

THE SCHOOL VISIT (More about this a little later on in the book.) When teaching is artistic, a demonstration of actual classroom procedure is an excellent medium for fostering school spirit among the pupils, for it gives them a chance to show how they respond. Invite your public in, occasionally, to see the teaching of reading, and penmanship, enterprise using all of the arts. Make use of oral re-

porting by pupils on such projects as municipal elections and other local activities of general or special interest.

Education Week "Open House" enables pupils to perform with pride in the organization of school or classroom tours, and in the demonstration of the amenities - the welcoming of guests, registrations, proper introductions of one visitor to another and finally in bidding good-bye to visitors. A pupil who is keen about his school or class will make sure visitors leave with good impressions.

THE SCHOOL CONCERT Look upon your concerts (for Easter, Thanksgiving, Christmas or whenever) as something more than entertainment. Look upon them more as a demonstration or parade of scholastic attainments. The ability of a pupil to perform creditably in public is real and tangible proof of the effectiveness of your teaching in certain areas.

The preparations for a concert can be frustrating. That is because the detail work of casting, costuming, rehearsing and staging are so demanding on your time, energy and effort. But a concert has an objective. Be prepared to brief your audience on the educational goals a public concert achieves for your pupils.

And allow this thinking to influence the make-up of your programme. Have variety. Don't capitalize too much upon musical talents gained outside the school. A pupil soloist is usually not demonstrating any of the abilities which you have developed for him. It is a better test of his ability to work with others that he perform with the rest of a class group.

Use plays based on school work or school topics. Use plays developed by the pupils themselves. Tie the speech-making up to topics nearer home (the school, for instance). Employ some of the creative drama techniques to develop the concert programme items.

"WHEN THE MOUNTAIN DOESN'T COME TO MOHAMMED"

Display School Projects Outside of School

According to the legend, when the mountain didn't come to Mohammed, he was not at all averse to revising his tactics . . . . and going to the mountain.

Likewise, you should not hesitate, when the public doesn't come to your school, to go to the public by means of displays of school work outside of the school . . . . at any time, not just during Education Week alone. Posters often find ready walls for their display, but never overlook a chance to plan and put on display a school work exhibit in the bus depot, shops, eating places, garages, hotel lobbies and other public places.

Be original and resourceful when you are planning away-from-school displays. Avoid the obvious. Instead spur students to highest professional efforts in putting displays together on behalf of the school. Don't limit it to art work though art work must always be part of any exhibit. And tie up your displays to seasons and to events of local importance. Stress, always, the real and constructive part the school is playing in the community.

Christmas, Easter, Thanksgiving, Burns' Night, St. Valentine's Day and St. Patrick's are sure-fire occasions for an out-of-school exhibit. And when the chance presents itself, print the notices for community events. Should your tennis club have something special on, foster community spirit by printing its notices - with originality.

Don't overlook the real purpose behind this type of activity is the strengthening of the bond between the community and the school. Don't be limited in the mediums used in your displays or exhibits: use original student sketches, lettering, weaving, woodwork, metalwork and so on. When you are able, maintain your exhibits in series. Change them frequently . . . and you will win the approval of the accommodating merchant who gives you the space for them. It means greater public interest in his store, and he's happy to hear from the people that he is community-minded, too.

Don't miss getting the editor of your paper to note and comment on your exhibits. Whenever a student turns in a particularly good essay or piece of composition, submit it to your editor. A weekly editor particularly is hard-pressed for original material. A good composition written locally is sure-fire reading fare for him.

Besides their effect upon parents and the general public, these outside displays create good school spirit amongst the students, for the opportunity to make public appearances through their work builds pride in the school, and makes the school a fine place with which to be associated.

Make Partners of Parents

You already know, of course, that the thing which brings people together is a common interest, a common responsibility and a common concern. Thus you are provided with a tremendous reason for getting together with any parent: namely his or her child, or children. With so vital an interest at stake, how can you miss in making parents your partners? That, you might say, is a new angle. Maybe it is only a new way of looking at it.

It may boil down to a question you can ask yourself: "How strange am I to parents?" The answer need not bother you from now on. Adapt or adopt the following ways to build good school spirit amongst your parents.

INTERVIEW THE PARENTS: (Of course, you've done this many times before - but hasn't it only occured when little Johnny or Mary is in trouble or needs correcting? Well, from here on we're going to talk only about parent-teacher interviews you ask for when there is no trouble!) Parent-teacher interviews should occur at regular intervals. In units where there are helping teachers, their very presence will free you from classroom duties to meet parents. But whatever you do, don't start them suddenly. Prepare your parents by means of advance notices in writing, through a general announcement in your school paper or through Home and School Club meetings. Explain that you have a common interest with the parents in their children. As a consequence you think it is a good idea to talk about the things the school is trying to accomplish. Explain changes in curricula . . . pick out the good points of the child and show how he is fitting in to school life . . . show off your newest teaching aids or guides . . . explain what is meant by mental health and the part the home life plays in rounding out the child so he can meet and work with his fellows more effectively . . . have copies of The Saskatchewan Bulletin handy and read quotations from it which have a bearing on your immediate goals and objectives. In other words, "Let the parents in", as Gould says. Make them partners in the academic development of their children.

Incidently, the school needn't always be the location for parent-teacher interviews. You can conduct them just as well in the local cafe over coffee, or in the parents' living room.

WRITE TO THE PARENTS: When you take a look at the wide variety of school reports being used throughout Canada you quickly realize that there is no fixed pattern. In fact, there are mixed feelings about the value of the brief, stilted type of report card which shows only standings without giving the parent an intelligible picture of a child's progress or achievements. If your report cards don't measure up to the kind of picture you want your parents to have, supplement them with a letter to parents. Of course, you won't have time to write every parent every month or quarter. Instead, you can lay out a plan to drop every parent a letter at least twice during a term setting forth the good points of the child's development, offering some ideas as to where a parent can be of greater assistance to the child in his academic development. Make the letters personal and friendly. Don't scold, don't offend. But aim towards a stronger bond between you and the parents.

HOLD "OPEN HOUSE" or PARENT DAYS: Certain days during each school term are "naturals" for a school party to which parents - and other ratepayers, too - should be invited, not only to see what goes on in your classroom but to take part in a planned programme - an activity planned by pupils and teacher to provide something for parents to do. Instead of providing things for parents to sit and look at, put on something which impels them to take part. (An old-fashioned spelling bee might provoke some good, clean fun for pupils and parents alike!)

But, like a good housewife and host, you'll put "Your house in order" first. Watch these points:

. Have your classroom neat and tidy.

. See that the school grounds are trim and neat, too.

. Have the pupils set up a reception committee.

. Make provision for visitors to be seated.

. Have a committee of pupils to conduct visitors around the school.

. Use the school broadcast whenever you can in your programme. Let parents see how this service is used in classroom learning situations.

. When you show films and filmstrips, always emphasize for the benefit of parents the aims and objectives of the films shown. (Remember, most parents never saw movies in school days!)

. Point out the modern trends in education and instruction. Point out new methods to show how learning is made more effectual.

. Be sure the parents leave with the idea that the children are getting the best you can offer. (And if you are working with inadequate tools, let the parents know what is needed in the school to improve the learning.)

ASSIST THE HOME AND SCHOOL: The purpose of a Home and School association is to build in the community a better understanding of the objectives of the school, which, in turn, will foster and encourage greater support for the school programme.

Through the Home and School Association parents have a chance to make contributions to the school in real ways. However, this only comes about when the teacher takes an active part, otherwise who else shall show the parents what the school requires for better teaching? People accept the need for scales and test tubes, for instance, in science teaching - but they have to be shown the need for

more maps, more sports equipment, new additions to the filmstrip library and the other tools of the modern classroom.

Your role in the Home and School Association is a vital one. It calls for leadership in several ways. The Home and School Association is often the "pulse" of the community and its attitude is often an indication of the feeling of the community towards the school. It should be your strongest supporter and ally. It should have pride in the school, in the school plant and in the school's achievements.

To foster this spirit you must keep the membership well informed, not only on immediate school matters but on trends in modern teaching.

You can be most useful to the membership in the programme department. Keep in mind that parents are the bread-winners and have all the problems of home management. On the other hand, education is YOUR sphere, and you are the local expert or authority. Therefore the Home and School Association should lean heavily upon you for good, solid meeting programmes which are interesting, even exciting because you make them informative and entertaining.

Think up school projects which will aid in endearing parents to your school. Don't regard your home and school group as a money-raising society. Use every opportunity instead to bring about the friendliest feeling towards you and the school. This only comes about when you bring parents into the school as partners in the mental development of their children.

GET ON WITH THE BOARD

More and more, school boards are realizing that their part in the development of the child, the teacher's part, and indeed, the community's part are inextricably bound together with the parent's part. Such an interlocking combination demands the utmost in co-operation of all concerned. Thus, more and more, you, too, must seek to understand better the role of the other members of the partnership.

To win proper recognition from the school trustees you must have special training and special interests. These include knowledge of the specific details of the administration and financing of schools, of their construction and maintenance. You must have these as well as academic achievements and professional status. That's a large order, of course. Remember, though, the nature of your work means that you devote more time exclusively to school affairs than anyone else in the community. You are in touch with school problems daily. Therefore it can be expected of you that you will gather the facts and develop sound opinions on them.

Your attitude towards your school, its pupils and their parents will earn for you an invitation to attend Board meetings. Once in, your behaviour should insure your presence forever after as a guide, an informed adviser and an interpreter of school needs. This insurance comes about through your helpfulness and usefulness to the Board in solving problems of administration. Make an honest effort to "know the answers". To do this means you've got to interest yourself in matters above and beyond your classroom responsibilities.

Be "with the Board" and the Board will be with you.

Take the Board into your confidence. Let them in on your plans for concerts, displays away from school and participation in sports events.

ONE FINAL POINT: Unit boards compile policy bulletins which tell what the unit furnishes to individual schools. Be sure you have this information. However, when you need something for your school - put your request before your local board. Your school is still the responsibility of your local board.

HAVE THE "KNOWS" FOR NEWS

How to Get Good Newspaper Publicity

Last but not least in your public relations efforts are your dealings with the press. Already, there are some outstanding examples of fine newspaper interpretation of schools by the weekly and daily newspapers in Saskatchewan. Just as there are a few examples of newspapers which don't seem to care about schools. First off, don't blame the editor . . . win him over to the school's side instead. This, frankly, can be an effort of patience and persistence, but you will come closer to winning if you follow the rules of good reporting. Remember that the editor of a weekly newspaper is somewhat of a jack-of-all-trades in his own line. He has management affairs, bookkeeping matters, as well as the operation of machines to consider. The result is he almost always responds more readily to material submitted to him requiring little or no change, correction or editing. When you set out to cultivate your nearest weekly editor, go prepared with well-written news stories.

News is the written record of something of interest which happened after the last

edition of the paper went to press. News is not just something you want people to read. It must be something somebody else wants to read. Kipling put down in poetry what your stories to the newspapers should tell:

> I keep six honest serving men,
> (They taught me all I knew)
> Their names are What and Why and When
> And How and Where and Who.

First, get all the facts. And put the most important ones in the very first paragraph of your story, so that the reader gets a quick picture of the news. For example:

A "WHEN" STORY - Tuesday, not Wednesday as previously planned, schools in Ourtown will open for the Fall term . . .
A "WHERE" STORY - Four churches today became kindergarten classrooms when overcrowding in primary grades made it necessary to use outside facilities, etc. . . . . .
A "HOW" STORY - How to make a pair of underdrawers for junior out of papa's old shirt was explained at a meeting of mothers at Your School by Mary Jones, teacher.
A "WHO" STORY - Wilbur Jones, president of Ourtown Real Estate Board and long critic of school costs, went on record today in favour of proposed school bond issue to provide . . . . .
A "WHAT" STORY - Inability of local teacher to find living quarters in Ourtown has forced her to live far from her school, May Jones told the School Board last night . . . .

Remember that names make the news but names can also make bad friends. This occurs when you misspell the name, or when you leave out initials. Most people like to be definitely indentified as Tom Jones instead of Mr. Jones. Mrs. R. T. Smith likes that better than just Mrs. Smith. It identifies her specifically. Be sure place names are spelled correctly, too.

Don't try to write headlines - that's an editor's prerogative always. Just turn in good stories, and you can't miss!

Don't protest to your editor about stories he has left out, or parts he has cut. Putting a newspaper together is a most difficult and demanding job. You will be an exception (and a welcome one!) if you always thank your editor for anything he publishes. Complaining makes his role a difficult one. Let him know you appreciate what he does for you.

Now, it's up to you....

Do a GOOD teaching job

Be friends with parents

Get on with your School Board

Co-operate with your STF Local

Let's know how you make out

Good luck!

AN EMS PRODUCTION

OUR TEACHERS MOULD OUR NATION'S FUTURE